

# LANGUAGE FOCUS AREA: EXPLAINING

☐ 1st Phase

School:	Student:	Date:
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<b>STAGE OF SCHOOLING</b>	ES1 <input type="checkbox"/>	S1 <input type="checkbox"/>	S2 <input type="checkbox"/>	S3 <input type="checkbox"/>
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- ☐ Follows simple instructions or directions where the context is obvious (directions supported with gesture). 1.1
- ☐ Recognises familiar isolated words in spoken texts 1.1
- ☐ Uses a few words connected with immediate interests or needs (lunch, computer, library, email). 1.3
- ☐ Demonstrates an understanding of explanations using non-verbal means to communicate. 1.4
- ☐ Asks for clarification or interpretation from first language speakers, e.g. seeks explanation of classroom instructions or routines. 1.4
- ☐ Responds to questions about an explanation text with teacher support. 2.1
- ☐ Identifies single items of information from short explanation texts, e.g. objects, parts. 2.1
- ☐ Understands basic sequential markers in sequential explanations, e.g. first, then, next. 2.3
- ☐ Combines known formulae, learned structures and other vocabulary to construct new utterances related to an explanation. 2.3
- ☐ Check understanding (ask for repetition or clarification – "What's this?"). 2.4
- ☐ Follows teacher explanation using familiar language, e.g. revision of familiar topic. 3.1
- ☐ Describes a series of events or actions using simple English and non-verbal language. 3.1
- ☐ Responds to a question about an explanation and may provide follow-up information if the questioner seeks clarification. 3.1
- ☐ Uses terminology of subject learning areas (science processes, experiments, mathematics). 3.2
- ☐ Asks simple questions that relate to information required. 3.3
- ☐ Adapts learned question formulae (asks question without 'do'), e.g. handle turn next? 3.3
- ☐ Provides non-verbal feedback to speakers to sustain interaction. 3.4

- ☐ Gives short sequence of steps related to simple sequential explanation. 4.1
- ☐ Sequences information logically for the listener. 4.1
- ☐ Provides a relevant response to a question. 4.1
- ☐ Show awareness of the need to make meaning explicit (in information gap activity). 4.2
- ☐ Uses simple sequential vocabulary, e.g. first, then. 4.3
- ☐ Listens for relevant information in an explanation sequence. 5.1
- ☐ Shows recognition of the same idea expressed in different words, e.g. rain, precipitation. 5.1
- ☐ Use simple conditionals ('If plants don't get water, they die'). 5.3
- ☐ Self-corrects, e.g. 'water pour out – umm, pours out.' 5.4
- ☐ Understands an unfamiliar speaker explain a familiar process. 6.1
- ☐ Records and organises spoken information to set guidelines, e.g. uses diagrams, graphs, tables. 6.1
- ☐ Add further information or rephrase to make meaning clearer.
- ☐ Elaborates on an explanation using technical terms and appropriate conjunctions. 6.3
- ☐ Formulates questions spontaneously that provide a range of information for an explanation. 6.4